

**THE CORRELATION BETWEEN VERB MASTERY AND  
WRITNG ABILITY ON NARRATIVE TEXT AT THE  
SECOND YEAR STUDENTS OF ISLAMICSENIOR  
HIGH SCHOOL TARBIYAHISLAMIAH  
KOTABARU SEBERIDA IN  
INDRAGIRI HILIR  
REGENCY**



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PEKANBARU  
1433 H/2012 M**

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Thesis

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**Nurhikmah (2012): Hubungan antara Penguasaan Kata Kerja dan Kemampuan dalam Menulis Teks Narasi pada Siswa Kelas Dua Madrasah Aliyah Tarbiyah Islamiyah Kotabaru Seberida Kabupaten Indragiri Hilir**

Berdasarkan penelitian pendahuluan di Madrasah Aliyah Tarbiyah Islamiyah Kotabaru Seberida Kabupaten Indragiri Hilir. Siswa kelas dua Madrasah Aliyah Tarbiyah Islamiyah Kotabaru Seberida Kabupaten Indragiri Hilir diajarkan bahasa Inggris dua kali seminggu dan dua jam dalam satu kali pertemuan sejak kelas satu. Singkatnya, mereka tidak memiliki masalah dalam menggunakan kata kerja dalam menulis teks narasi mereka. Tapi pada kenyataannya ia masih jauh dari trget kurikulum. Banyak siswa yang masih kesulitan dalam menggukan kata kerja dalam menulis teks narasi.

Tujuan dari penelitian ini adalah hanya untuk menemukan hubungan antara penguasaan kata kerja siswa dan kemampuan menulis teks narasi pada siswa kelas dua Madrasah Aliyah Tarbiyah Islamiyah Kotabaru Seberida Kabupaten Indragiri Hilir. Penelitian dilaksanakan di Madrasah Aliyah Tarbiyah Islamiyah Kotabaru Seberida Kabupaten Indragiri Hilir. Ini dilaksanakan pada tanggal 27 Oktober s/d 12 November 2011. Jumlah populasi dari penelitian ini adalah 34 siswa dan sampelnya berjumlah 34 siswa. Teknik yang digunakan dalam pengambilan sampel adalah total teknik sampling.

Dalam pengumpulan data, penulis menggunakan tes untuk kedua variable dalam penelitian ini. Tes untuk mengetahui penguasaan kata kerja siswa diberikan setelah uji coba, dan kemudian penulis memberikan tes untuk mengetahui kemampuan siswa dalam menulis teks narasi. Dalam menganalisis data penulis menggunakan Standar Kelulusan mata pelajaran Bahasa Inggris yang digunakan oleh guru mata pelajaran Bahasa Inggris Madrasah Aliyah Tarbiyah Islamiyah Kotabaru Seberida Kabupaten Indragiri Hilir. Untuk mengetahui hubungan yang signifikan antara kedua variabel tersebut, nilai yang diperoleh dianalisis menggunakan rumus Pearson Product Moment melalui SPSS versi 16.0.

Dari hasil penelitian dapat disimpulkan bahwa  $H_0$  ditolak dan  $H_a$  diterima. Bisa diartikan ada hubungan yang signifikan antara penguasaan kata kerja siswa dengan kemampuan dalam menulis teks narasi pada siswa kelas dua Madrasah Aliyah Tarbiyah Islamiyah Kotabaru Seberida Kabupaten Indragiri Hilir.

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

Writing is one of the language skills in English. It is language ability used to communicate in written form. It is a complex process that allows writers to explore ideas, and to make them visible and concrete. According to Troyka, writing is a way of thinking and learning. Through writing, you can get opportunities to explore the ideas and understand about information. Besides, writing is a way to discover. It involves series of steps, it cannot be finished perfectly only in one step because writing involves exploring process of writers thoughts that tries to make unexpected connections among ideas and language.<sup>1</sup>

The existence of mastery grammar in writing narrative text is very important. Mastering grammar in writing narrative text is able to help the students understand, use, identify, interpret, and comprehend the information used in the both spoken and written form. More over, sentences, information, messages with good grammar will be an arrangement easily understood by the users and the receptors. It is seen from the use of verbs that frequently change based on situation happens. For example, the use of present tense, past tense, present continuous tense, gerund, etc.

The system of rules in the grammar includes various components in which one of them is verbs. Verbs is learned by English learners in their English teaching-learning process. According to Harmer, verbs is a word (or group of

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<sup>1</sup> Lynn Quitman Troyka. *Simon & Schuter : Handbook for Writers. Third Ed.* (new Jersey: Prentice Hall, 1993), p. 1

words) which is used in describing an action, experience or state.<sup>2</sup> Knowing how to build and also certain structure make it possible to communicate common types of meaning successfully. Without these structures, it is difficult to make comprehensible sentences.

According to School-Based Curriculum, the standard competence of learning English refers to the capability of using and comprehending sentence as well as understanding various texts (genre) with identifying the language characteristics of each genre.<sup>3</sup> It is supported by the stated School-Based Curriculum Syllabus at the Second Year Students of Islamic Senior High School especially in writing skill the basic competence refers to the students ability to express the meaning in monolog text or essay which use various written language accurately, fluently, and contextually in the text form; *report, narrative, and analytical exposition*.<sup>4</sup> In writing narrative form, the students should be able to identify and use the language of narrative characteristics. According to Sudarwati, language features of narrative focuses on specific and individualized participants, the use of material process ( action verbs), the use of some behavioral and verbal processes, the use of relational and mental processes, the use of past tense, and the use of temporal conjunctions and circumstances.<sup>5</sup>

The second year students of Islamic Senior High School Tarbiyah Islamiyah Kotabaru Seberida in Indragiri Hilir which uses the School-Based

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<sup>2</sup> Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching* (Malaysia: Longman, 1998), p. 37

<sup>3</sup> Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*

<sup>4</sup> Depdiknas 2006. *Kurikulum Tingkat Satuan Nasional (KTSP) 2006*

<sup>5</sup> Sudarwati & Eudia Grace, *Look Ahead an English Course for Senior High School Students Year IX* (Jakarta: Erlangga, 2006), p. 74

Curriculum has also been taught both of genre and verbs since the first year of English teaching period, where English should be studied as an obligatory subject. The students are taught English twice a week, two hours in one meeting. Actually, at the very least, they have studied English for 9 years; 3 years in Elementary School, 3 years in Junior and 3 year in Senior High school. In the term, they have been taught and recognized such kinds of genre especially narrative text using verbs well in their narrative writing. Moreover, they also study the grammatical structure in their reading texts in various genre types. This possibility describes that ideally, the second year students of Islamic Senior High School Tarbiyah Islamiyah Kotabaru Seberida Indragiri Hilir have mastered the grammatical structure of English and should be able to write their writing narrative text with a good verbs.

In this Islamic Senior High School, verbs are not only taught through teacher`s manual explanation but also through the types of verbs available in students` text book. Through the types of verbs in their text book, the students will recognize and understand more about verbs. They are strongly expected to be able to use verbs in their narrative text. In short, they do not have problem with the use verbs in their writing narrative text. But in fact, It is still far from the target of the curriculum. The writer founds several problems as long as her preliminary study. The problem of the students can be seen in the following phenomena:

1. Some of the students are still weak to understand the use of verbs in past form in their writing narrative text.

2. Some of the students still make mistakes use verbs in writing narrative text.
3. Some of the students are confused to identify form of verbs in writing narrative text.
4. Some of the students still have poor ability in writing narrative text.
5. Some of the students are still problematic in using verbs in their writing narrative text.

Based on the phenomena above and considering the importance of the verbs existence in writing for the Senior High School students at the second year students of Islamic Senior High School Tarbiyah Islamiyah Kotabaru Seberida, the writer is interested in conducting the problem into a research entitled: THE CORRELATION BETWEEN VERBS MASTERY AND WRITING ABILITY ON NARRATIVE TEXT AT THE SECOND YEAR STUDENTS OF ISLAMIC SENIOR HIGH SCHOOL TARBIYAH ISLAMIYAH KOTABARU SEBERIDA IN INDRAGIRI HILIR REGENCY.

## **B. The Definition of the Terms**

To simplify the process of designing and application of the research and to avoid misunderstanding and misinterpretation, it is necessary to define the operational definition terms comprised in this research as follows:

### **1. Correlation**

A correlation is a statistical test to determine the tendency or pattern for two (or more ) variables or two sets of data to vary consistently. In the case of only two variables, this means that two vriables share common variance, or they

co-vary together.<sup>6</sup> Correlation meant in this research is the relationship between verbs mastery and writing ability on narrative text at the second year students of Islamic Senior High School Tarbiyah Islamiyah Kotabaru Seberida In Indragiri Hilir.

## **2. Verbs Mastery**

Verbs mastery is be or become completely proficient or skill and has a firm understanding or knowledge of Verbs.<sup>7</sup> Verbs mastery meant in this research is students` verbs mastery in writing narrative text at the second year students of Islamic Senior High School Tarbiyah Islamiyah Kotabaru Seberida in Indragiri Hilir Regency.

## **3. Writing Ability**

Writing ability is specific ability which helps writers put their ideas into words in meaningful form and interact with the messages.<sup>8</sup> In this research, it refers to students` ability in writing text at the second year students of Islamic Senior High School Tarbiyah Islamiyah Kotabaru Seberida in Indragiri Hilir Regency, particularly in the form of narrative text by giving full consideration toward the types of the text, the purpose of the text, the text organization, and the language futures used.

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<sup>6</sup> John W. Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education International, 2008), p. 356

<sup>7</sup> Audio English. *What does master mean?* (Retrieved on June 10, 2011). [www.audioenglish.net/....](http://www.audioenglish.net/....)

<sup>8</sup> SIL International. "what are writing skills?" version 4. 1999. P.1 (Retrieved on may 20, 2011) [www. Sil.org/linguislinks/literacy/..... whaterewritingskills.htm](http://www.Sil.org/linguislinks/literacy/..... whaterewritingskills.htm)

#### 4. Narrative Text

Narrative text is the telling of a story or an account of a sequence of events. One of the four traditional forms of composition (along with description, exposition, and persuasion).<sup>9</sup> In this research, it means the students write simple narrative text by using action verbs at the second year students of Islamic Senior High School Tarbiyah Islamiyah Kotabaru Seberida in Indragiri Hilir Regency.

### C. The Problem

#### 1. The Identification of the Problem

Based on the background of the problem, it is very clear that most of the students at the second year students of Islamic Senior High School Tarbiyah Islamiyah Kotabaru Seberida still get some problem in their writing ability especially narrative text. To make it clearer, it will be identified as follows:

- a. Why are some of the students still weak to understand the use of verbs in past form in their writing narrative text?
- b. Why do the students make mistakes use verbs in writing narrative text?
- c. Why are the students confused to identify verbs form in writing narrative text?
- d. Why do students still have poor ability in writing narrative text?
- e. Why are the students unable to master the verbs in writing narrative text?

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<sup>9</sup> *Narrative Text*.2009 (Retrieved on June 10, 2011) [www.education.com/definition/narrative-text/](http://www.education.com/definition/narrative-text/)

## **2. The Limitation of the Problem**

Based on the phenomena explained above the problem of this research is necessarily limited on two variables, namely: the correlation between students verbs mastery and writing ability on narrative text. In this case, limitation is the use of verb in past form in writing narrative text at the second year students of Islamic Senior High School Tarbiyah Islamiyah Kotabaru Seberida in Indragiri Hilir Regency.

## **3. The Formulation of the Problem**

Based on the limitation of the problem stated above, the research questions are formulated in the following questions:

- a. How is the students' verbs mastery in the past forms at the second year of Islamic Senior High School Tarbiyah Islamiyah Kotabaru Seberida Indragiri Hilir?
- b. How is the students' ability in writing narrative text at the second year of Islamic Senior High School Tarbiyah Islamiyah Kotabaru Seberida Indragiri Hilir?
- c. Is there any significant correlation between students' verbs mastery and their ability in writing narrative text at the second year students of Islamic Senior High School Tarbiyah Islamiyah Kotabaru Seberida in Indragiri Hilir?

## **D. The Objective and the Significance of the Research**

### **1. The Objectives of the Research**

Based on the formulation above of the research are:

- a. To find out how the students' verbs mastery is.
- b. To find out how the students' ability in writing narrative text is.
- c. To find out whether there is a significant correlation between students' verbs mastery and their ability in writing narrative text or not.

### **2. The Significance of the Research**

The research is very important because it will contribute and carry out the following necessities, they are:

- a. To fulfill one of the requirements for the writer to complete her undergraduate degree program at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
- b. Theoretically, the writer can get information from this research that can be very useful to enlarge her knowledge, especially verbs in writing narrative text.
- c. To provide some information to the students as well as the English teacher related to their weakness in understanding verbs in writing, so they will find solutions in order to master it.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Concept of Verbs Mastery

The point of rules in grammar includes various components in which one of them is verbs. Verbs are learned by English learners in their English teaching-learning process. Verbs are the dynamic element in sentences and clauses. They provide the movement or action, or a sense of what is happening.<sup>1</sup>

Verbs are part of English material, which learners of English should master. Mastery means a condition of having complete control of knowledge.<sup>2</sup> The mastery of verbs is very important because they are frequently used in written material. The verb, in all of its forms, is the first step in understanding the eight part of speech that are key to mastery of grammar.<sup>3</sup> In accordance with verbs as kinds of grammar, verbs is matching grammatical structures. Elements in a sentence that have the same function or express similar ideas should be grammatically verbs, or grammatically matched. According to Donna Clarke, a few basic concepts of right writing technique which one of them is effective writing with a mastery of the concepts of verb.<sup>4</sup> Good mastery of verbs is very

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<sup>1</sup> Petter Knapp and Megan Watkins, *Genre, Text, Grammar Technologies for Teaching and Assessing Writing*, (Australia: University of New South Wales), P. 68

<sup>2</sup> A.s. Hornby. *Oxford Advanced Learners Dictionary of Current English*. (Oxford: Oxford University Press. 1974), p. 624

<sup>3</sup> Lauren Kessler and Duncan McDonlan, *When Words Collide*. (Retrieved on January 15, 2012). [http://books.google.co.id/books/about/When\\_Words\\_Collide.html...](http://books.google.co.id/books/about/When_Words_Collide.html...)

<sup>4</sup> Donna Clarke. *Right Writing*. (Retrieved on January 15, 2012). [www.brighthub.com/education/homework-tips/articles/35412.aspx](http://www.brighthub.com/education/homework-tips/articles/35412.aspx)

helpful for us to get the message the material convey. This condition indicates a strongly considered reason to master verbs in writing.

According to Leslie J. Briggs, and Walter W. Wager, thus the action (indicator) verb is chosen because the learner is known to be able to write, while the capability to be judged by what is written is the new capability to be inferred from the writing.<sup>5</sup> a writer can't write a complete sentence without verb. However, he/she will write a weak sentence if hi/she doesn't employ the strongest, most focused verb.<sup>6</sup> The existence of verb is very crucial; it can be seen in the need of verb in writing process. It is also the important subject to study in educational level, especially for informational and epistemic literacy level of educations.

Furthermore according to Janet Lane and Ellen Lange, in writing, a writer shift to a different verb tense, this shift is often signaled by a time-reference word or phrase.<sup>7</sup> In shortly verb mastery is great knowledge knowing meaning of sentence that person use to writing and ex pressing in other expression something to be meaningful. In other sides, writing narrative text has dominant grammatical aspects that will help the students create their sentences in order to make a good narrative text, a writer must be able to control verb in order for the reader to understand when actions and events take place.

Based on the quotations above, Students can write their personal narrative text by using several kinds of verbs as the rules in constructing their sentences, so

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<sup>5</sup> Leslie J. Briggs, and Walter W. Wage. *Handbook of Procedures for Design of Instruction*. (Retrieved on January 15, 2012) .

[http://books.google.co.id/books/about/Handbook\\_of\\_procedures\\_for\\_the\\_design\\_of.html?](http://books.google.co.id/books/about/Handbook_of_procedures_for_the_design_of.html?)

<sup>6</sup> Lauren Kessler and Duncan McDonlan. Op.Cit

<sup>7</sup> Janet Lane and Ellen Lange. *Writing Clearly*. (Boston: Heinle & Heinle Publishers, 1993), p. 2

it becomes comprehensible and acceptable sentences. This condition indicates a strongly considered reason to master verb in order to create a sentence in text writing.

a. **Types of Verbs**

According to Petter knap, the types of verbs are full verbs and auxiliary verbs.<sup>8</sup>

1) **Full Verbs**

Full verbs are divided into regular verbs and irregular verbs.

a) Regular Verbs

Regular verbs share the same form when dealing with tense in a verb group.

- 1) The base form, talk, used for the first and second person present tense.
- 2) The –s form, talks, used in the third person present tense.
- 3) The –ing forms, talking, used for the present continuous participle.
- 4) The –ed form, talked, used for the past tense and past participle.

b) Irregular Verbs

Irregular verbs have –s forms and –ing forms that are regular but have varying forms for the past tense and past participle.

For example: Write, writing, wrote

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<sup>8</sup> Ibid., 68

Give, giving, gave.

Become, becoming, became.

## 2) Auxiliary Verbs

Auxiliary verbs are helping verbs. They regularly help full verbs to specify and express time and probability/obligation. According to Thomson, Auxiliaries help to form tense or an expression, hence the name.<sup>9</sup> There are two forms of modal auxiliary, they are principle auxiliaries (be, have, do) and modal auxiliaries (can, could, may, might, must, ought, will, would, shall and should).

### a. Principle auxiliary (be, have, do)

1) In the negative and interrogative, **be** and **do** follow the auxiliary pattern:

a) Negative, Verb+ not

Example: He isn't coming

It did not matter.

b) Interrogative, subject + verb:

Example: Was he waiting?

Does she see us?

2) **Have** normally follows the auxiliary pattern:

Has he (got) to go?

3) **Be** takes the full infinitive:

They are to wait for us at the station .

b. Modal Auxiliary (can, could, may, might, must, ought, will, would, shall, and should)

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<sup>9</sup> A. J. Thomson and A. V. Martinet. *A Practical English Grammar, Fourth Ed.* (New York: Oxford University Press, 1986), p. 109

Modal auxiliaries generally express a speaker feels something is necessary, advisable, permissible, possible, or probable.

1) Can

Example: I can ride a bike.

2) Could

Example: could you pass the salt?

3) May

Example: I may ride a bike.

4) Might

Example: Tom might be in Jakarta now. I'm not really sure.

5) Must

Example: All applicants must take an entrance exam

6) Ought

Example: Drivers ought obey the speed limit.

7) Will

Example: I will ride a bike

8) Would

Example: I would rather wait than walk in rain.

9) Shall

Example: shall I open the window?

10) Should

Example: drivers should obey the speed limit.

Verbs are a necessary component of all sentences. A verbs something about subject of the sentence and express, action, events, or states of being the verbs are critical element of the predicate of a sentence.

## **b. Functional Categories of Verbs**

Categories of verbs are action verbs, mental verbs, and relational verbs.

### **1) Action Verbs**

Action verbs are verbs that specifically describe what the subject of the sentence is doing. These types of verbs carry a great deal of information in a sentence and can convey emotion and a sense of purpose that extends beyond the literal meanings of the words.

Action verbs predominantly occur in text where actions or behavior are being described and/or recounted. For example: The walrus **eats** shellfish, which they **remove** with their tusks.

### **2) Mental Verbs**

Mental verbs are common in genres such as arguing and narrating, and are also used in personal description, but are not a feature of technical description.

Example:

Bells **were ringing**, sirens **screeching** and people **were running** everywhere.

Maria **didn't know** what to **do** next. She **thought** about her mother and **wondered** what was in her head.

### **3) Relational Verbs**

Relational verbs are used to show the attributes of a thing or element, and on the other, they can be used to identify it.

Based on all the quotations above, in this research focuses on action verbs mastery in writing narrative text. Action verbs in writing narrative text use in the form past tense. According to Sudarwati, in narrative text type, we commonly use sentences in the Past Tenses, such as Simple Past Tense, Past Continuous Tense, Past Perfect Tense, and sometimes Future in the past form.<sup>10</sup>

a) Verb in the simple Past Tense

Example: There was once a man who lived in a small house in the country.

b) Verb in the Past Continuous Tense

Example: The lion was sleeping when the mouse ran in front of him.

c) Verb in the Past Perfect Tense

Example: Was Tom there when you arrive?

No, he had gone home

d) Verb form of Future in the Past Tense

Example: When the lion was angry, he would roar loudly.

Furthermore according to Lee Karnowski, mastery of the basic tenses is important for students so that they can step up to the next level as skillful readers and writers of interesting, engaging stories and reports.

## **2. The Nature of Writing**

Writing is one of the four language skills and it is the most important process in learning English. It cannot be separated with every learning process experienced by the students as long as they are still in educational process. Kalayo

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<sup>10</sup> Sudarwati and Eudia Grace. *Look Ahead an English Course for Senior High School Students Year IX* (Jakarta: Erlangga, 2006),138

Hasibuan says that, writing is both process and product.<sup>11</sup> We learn to write by writing. Furthermore According to Wendy Bishop, writing is like giving birth: conception of an idea, delivery of the idea onto paper (strain, stress, pain, and anxiety) and completion (relief and joy), leaving one empty and exhausted, yet elated with the product and anxious for its future.<sup>12</sup> Furthermore, Troyka say that in writing, you also need to focus the purpose and audience of writing. The purpose of writing are as follows:

#### **a. Writing to Inform a Reader**

By writing, the readers will be offered some information with a minimum of bias in order to educate them. In writing, the information needs to be presented completely, clearly and accurately. The material should be various by additional reading, talking with others, or personal experiences. In other word, informative writing seeks to give information and frequently to explain it which mainly focuses on the subject being discussed.<sup>13</sup>

#### **b. Writing to Persuade a Reader**

Persuasive writing seeks to convince the reader about the matter of opinion. It focuses mainly on the reader, whom the writer wants to influence. When you write to persuade, you deal with debatable, that which has other sides to it. Persuasive writing seeks to change the readers mind or at least to bring the reader point of view closer to the writer`s.<sup>14</sup>

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<sup>11</sup> Kalayo Hasibuan & Muhammad Fauzan A, *Teaching English as Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 127

<sup>12</sup> Wendy Bishop, *On Writing a Process Reader* (Higher Education, 2004), p. 2

<sup>13</sup> Lynn Quitman Troyka, Op.Cit., p. 4

<sup>14</sup> Ibid., 5



Before writing, you have to consider who your audience. According to Ruth Baygell, audience means people who would get the most from your ideas. By thinking of the audience, you can focus on the entire of the contents of writing.<sup>15</sup> Your audience will help you determine the following: How formal or informal to be, how much technical language you should include, how much detail to include, and how many statistical facts to include.

Moreover Grenville also points out that no one's born knowing how to write but it is a skill that most people can learn, and the more you do it, the easier it becomes.<sup>16</sup> It is also stressed by Simon good writing does not happen overnight. It involves a process.<sup>17</sup> As a one of the important skills process, writing allows the students to master every category that can give good influence to their writing ability in each level of Educations. One of the categories to master the writing skill is through the mastery of grammar. Brown describes that grammar is a system of rules governing the conventional arrangement and relationship of word in a sentence.<sup>18</sup>

Furthermore, the grammar aims at presenting a precise and explicit form produced in sentences suited with the situations of what, when, where, and how the language is used. This condition indicates a strongly considered reason to master grammar in written language. According to Lane, sentence-structure errors are global (more serious) errors. As such, they not only cause readers great

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<sup>15</sup> Ruth Baygell. *Education Program Newsweek: Essay Writing Step-by-Step*. (New York: Siomon & Schuster), p. 14-15

<sup>16</sup> Kate Grenville, *Writing from Start to Finish* (Australia: Allen and Unwin, 2001), p. 2

<sup>17</sup> Simon and Schuster, Op.Cit. , p. 8

<sup>18</sup> H. Douglas Brown . *Teaching by Principle: An Interactive Aproach to Language Pedagogy*. (Englewood Cliffs, New Jersey: Prentice Hall, Inc, 1994), p. 347

difficulty in understanding a piece of writing but also are highly noticeable to readers.<sup>19</sup> It is clear that the grammar include a system of rules that specifies structure of each sentence. It is available to understand the information and messages communicated in written form.

Besides that, Grenville also states that any piece of writing will be trying to do at least one of the following things:

1) Writing to entertain

It does not necessarily make the readers laugh, but it at least engage their feelings in some way.

2) Writing to inform

It tells the reader about something. These kinds of writing can also be entertaining in the sense that they are a good read. But entertaining the reader is not their main purpose, that just a bonus. The examples of writing to inform are newspaper articles, scientific reports, and procedures, etc.

3) Writing to persuade

It tries to convince the reader of something. This includes advertisements, some newspaper and magazine, articles, etc. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings.<sup>20</sup>

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<sup>19</sup> Janet Lane and Ellen Lange. *Writing Clearly*. (Boston: Heinle & Heinle Publishers, 1993), p. 88

<sup>20</sup> Kate Grenville. *Writing from Start to Finish: A six-Step Guide*. (Australia: Allen & Unwin, 2001), p. 1-2

The students need five components to construct writing such as content, organization, vocabulary, language use, and mechanics. These components need to create effective writing.

a) Content

Content is one of writing components that discusses about knowledgeable, substantive, through development of thesis, and relevant to assigned topic.<sup>21</sup>

b) Organization

Organization is one of component in writing that tells about the systematic of ideas or flow of ideas. According to Alice Oshima and Ann Hoque, there are four common kinds of organization such as chronological order, logical division of ideas, cause and effect order and comparison and contrast order.<sup>22</sup>

c) Vocabulary

According to Richard, et al., Vocabulary is a set of lexemes, including single words, compound words and idioms.<sup>23</sup>

d) Language use

Don Shiach discusses in his book that writing essays is a structured and clear way, so that the reader/assessor can follow what you are trying to say is a very important factor in the assessment grade you achieve. Another

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<sup>21</sup> Jane B. Hughey, et al. *Teaching ESL Composition: Principles and Technique*. (Massachusetts: Newbury House Publishers, inc, 1983), p. 141-142

<sup>22</sup> Alice Oshima and Ann Hoque. *Writing Academic English*. Third Ed. ( new York: Addison Wesley Longman, 1991),p. 122

<sup>23</sup> Jack Richard, et al. *Longman Dictionary of Language Teaching and Applied Linguistics*, (London: Pearson Education Limited, 2002), p. 580

important factor is the accuracy of what you write. By accuracy, we mean not only the clarity of the expression but also the correctness of usage in terms of grammar. If you make too many grammatical errors in your writing, this will create the wrong impression.<sup>24</sup>

#### e) Mechanics

In the component of mechanics, there are two common term used are spelling and punctuation. In writing, the correct usage of spelling is needed in order to get the right meaning of essay. Besides spelling, punctuations are also important in writing. One of the most important functions of the punctuation system is to reveal structure.<sup>25</sup>

In conclusion writing is viewed as a process, it can be broken down into stages. Understanding the stages of writing process can help the writers to control the hard work of writing and to improve their skill.

## 2. Writing Ability

Writing ability is specific ability which helps writers to put their ideas into word meaningful form and interact with message.<sup>26</sup>

According to Maria Pinto, it is a skill which obliges the learners to be even more aware of the potential of language because it can exist on its own, and because it may contribute to logical organization.<sup>27</sup>

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<sup>24</sup> Don Shiach. *Essay a Step-by-Step Guide for All Levels, with Sample Essays*. (Oxford: How To Content Ltd, 2009), p. 133

<sup>25</sup> Sofia A. Vernon, et.al., “ Rewriting to Introduce Punctuation in the Second Grade: a Didactic Approach”. *Effective Learning and Teaching of writing: A Handbook of Writing in Education*. Second Edition. Vol 14. Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publishers, 2005), p. 48

<sup>26</sup> [www.sil.org/lingualinks/literacy/](http://www.sil.org/lingualinks/literacy/), Loc.cit, p. 1

This ability cannot be acquired easily; it takes long and complete process. According to Rijlaarsdam and Bergh, there are two principles in maximizing the acquirement of writing ability. First, practices make perfect. The aim of learning is fluency obtained after the basic skills and strategies are acquired. Practicing helps the learners to get fluency by integrating the components into the execution of the task. Second, similarity of task, it means when the students learn to write an essay, they must write an essay. It should be similar.<sup>28</sup> In short, The term of ability is defined as skill. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.

### **3. The Nature of Narrative Text**

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Narrative writing tells about what is happening or what has happened. Narration is usually written in chronological sequence. A narrative essay gives an account of one or more experiences. A narrative text will consists of the following structure: Orientation, complication, and resolution.

#### **a. Orientation**

Orientation is Introducing the participants and informing the time and the place. This point or orients the reader in the direction where the writer wants the

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<sup>27</sup> Maria Da Graça L. C. Pinto. "Looking at Reading and Writing Through Language". *Effective Learning and Teaching of Writing: A Handbook of Writing in Education*. Second Edition. Vol 14. Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publishers, 2005), p. 45

<sup>28</sup> Gert Rijlaarsdam and Huub Van Den Bergh. "Effective Learning and Teaching of Writing: Student Involvement in the Teaching of Writing". *Effective Learning and Teaching of Writing: A Handbook of Writing in Education*. Second Edition. Vol 14. Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publishers, 2005) p. 3-5

event to lead. The background information allows them to build up a visual picture of the context. The orientation forms the background for the complication.

b. Complication

This revolves around conflicts or problems that affect the setting, time, or characters. A problem or series of problems interrupt or complicate the live of the characters. The events are evaluated by the character, making it clear to reader that crisis has developed. This problems help to build up the suspense and have to resolved one at a time to stop the story ending in a disastrous way.

c. Resolution

A solution is found for the problem or challenge. The resolution brings the series of events to a close and resolves the main problem, challenge or situation. The main character has to act to resolve the situation in a believable or satisfying way to stop a disaster occurring.

A narrative is a story containing the setting, the characters, problems, and solutions. The middle of a narrative is organized around a plot. The plot includes a series of episodes that are written by the author to hold our attention and to build excitements as the story progresses. The plot contains:

- 1) Introducing the characters of the story, the time and place the story happened. (Who/what, when, and where). (Orientation)
- 2) An initiating event, the event that starts the main character off on a series of series of events to solve the problem. (Complication)

- 3) A series of events in which the main character attempts to solve the problem is solved (Resolution).<sup>29</sup>

The purpose of this type of writing is to recount a personal or fictional experience or to tell a story based on a real or imagined event. In well-written narration, a writer uses insight, creativity, drama, suspense, humor, or fantasy to create a central theme or impression. The details all work together to develop an identifiable story line that is easy to be followed and paraphrased. In relation to the explanation above, Simon and Schuster also state that:

Narration is storytelling. Whether it tells a true story or fiction, a narrative essay gives an account of one or more experiences. It tells a story to make a point or explain an idea or event. As a result, this type of essay can be fun to read and even to write. Usually personal and often autobiographical, a narrative typically contains action, dialogue, elaborate details, and/ or humor.<sup>30</sup>

According to John Barwick,<sup>31</sup> Language feature of narrative texts are:

- a) Noun groups create a detailed, accurate and atmospheric description.  
Example: a hairy creature with wings, a girl with golden hair, the small sturdy horse.
- b) Adjectives give the characters, whether human, animal or things, an identifying appearance, mannerism or personality.

Example: the irritated woman, the child's shrieking voice.

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<sup>29</sup> Sudarwati and Eudia Grace. Op.cit, p. 52

<sup>30</sup> Simon and Schuster, Loc. Cit. 139

<sup>31</sup> Jhon Barwick, *Targeting Text*. (Retrieved, on 6 April, 2011), <http://books.google.co.id/books?id>

- c) Adverbs and adverbial phrases indicate when, where, and how the particular events or incidents take place.

Example: He ran in a lopsided way. (adverbial phrase)

Once upon time. (adverb)<sup>32</sup>

- d) Verbs are action action verbs telling the reader what was said, felt or thought.

Example: They felt relieved and rested for a while, talking about the wedding feast.<sup>33</sup>

- e) Narratives are generally written in the past tense

Example: That day was so nice, and each of us looked very happy.<sup>34</sup>

- f) Tense changes to present or past in the dialogue.

Example: She skipped into the room. (past tense)

‘Where are you going?’ he asked angrily? (present tense)

- g) Sentence can be joined using connectives or conjunctions to do with time.

Example: She walked behind the car after changing the flat tyre.

- h) Narrative can be written in first person (I, we) or third person (he, she, they).

Example: I hope to leave after lunch.

Based on language feature above, in this research only focuses on action verbs in the form past tense.

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<sup>32</sup> Pardiyo,., *Pasti Bisa! Teaching Genre-Based Writing*. (Yogyakarta: ANDI OFFSEt, 2007),P. 109

<sup>33</sup> Sudarwati., Op.Cit, 150

<sup>34</sup> Pardiyo, Op.Cit, 114



According to Gibbons (2002, in Kurnia Budiyanthi), a narrative text uses that generic structure because narratives deal with problematic events of particular period of time which lead to a crisis which in turn finds a resolution.<sup>35</sup>

Writing a personal narrative implies that one tell some story about him/her, about something that happened in one`s life. This experience should be one that has meaning for him/her, or something she/he would be willing to explore to find meaning. In short, Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Narrative uses conflicts among the participants whether natural conflict, social conflict or psychological conflict. In some ways narrative text combines all these conflicts.

#### **4. The Influence of Verbs Mastery towards Writing Narrative Text Ability**

Based on all the quotations above, it is very clear that one of the existences of action verbs mastery that has influence toward the ability in writing. There are several kinds of ways to know the students' ability in writing in which one of them is through genre texts. According to Richards, points out by providing students with the language to talk about texts, they can better understand how to make a piece of writing more effective and appropriate to the communicative purpose.<sup>36</sup> This helps students increase their writing skills. By discussing features of different text types, students learn the language needed to talk about text, begin to understand how and why texts are organized in certain ways. Kalayo Hasibuan

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<sup>35</sup> Kurnia Budiyanthi. "The Application of Clustering Technique in Writing a Narrative Text by the Third Year Students of SMAN 1 Tambang Kampar".(unpublished), p. 10

<sup>36</sup> Jack C Richards., et al. *Methodology in Language Teaching; An Anthology of Current Practice*. (USA: Cambridge University Press, 2002), p. 322

also points out that teachers and students need to share understandings and language about successful written genres.<sup>37</sup>

Knowing much about verbs mastery is very important. It will help students in constructing their text in writing. A correct text often depends on the students' ability to identify the verbs correctly. Students can write their personal narrative text by using several kinds of verbs as the rules in constructing their text, so it becomes comprehensible and acceptable. This condition indicates a strongly considered reason to master of verbs in order to create a text in writing.

In other sides, writing narrative text has dominant grammatical aspects that will help the students create their sentences in order to make a good narrative text.

There are nine dominant grammatical aspects in writing narrative text:

- a. Use of noun
- b. Use of adjective
- c. Use adverbs
- d. Use of descriptive language creates word picture or images
- e. Use of action verbs
- f. Use of past tense
- g. Tense changes to present or past in the dialogue
- h. Use of conjunctions
- i. Narrative can be written in first person and third person<sup>38</sup>

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<sup>37</sup> Kalayo Hasibuan and Muhammad Fauzan A. *Teaching English as Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 129

<sup>38</sup> Jhon Barwick, *Targeting Text*. (Retrieved, on 6 April, 2011), <http://books.google.co.id/books?id>

Based on the quotations above, Students can write their personal narrative text by using several kinds of verbs the rules in constructing their sentences, so it becomes comprehensible and acceptable sentences. This condition indicates a strongly considered reason to master verbs in order to create a sentence in text writing. It is stressed by Donna Clarke, a few basic concepts of right writing technique which one of them is effective writing with a mastery of the concepts of verb.<sup>39</sup>

In accordance with the verb as kinds of grammar, verb is needed in matching grammatical structures. Elements in a sentence that have the same function or express similar ideas should be grammatically verb, or grammatically matched.

Based on the quotations above, it is very clear that knowing and mastering verbs will improve students' ability in writing. Students should study about verbs in order to write narrative text as well. Based on the explanations above, there is a correlation between the students' verbs mastery and their ability in writing narrative text.

## **B. The Relevant Research**

### **1. A Research from Rusmini**

In 2004, Rusmini conducted a research "Correlation between students' mastery of verb tense and their fluency in English at the second year of "Diniyah Puteri" Islamic senior high school Pekanbaru". She tried to find correlation between students' mastery of verb tense and their fluency in English, and She

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<sup>39</sup> Donna Clarke; *Loc.Cit*

found that there is a correlation between students` mastery of verb tense and their fluency in English at the second year of “Diniyah Puteri” Islamic senior high school Pekanbaru. The research conducted by Rusmini is different from this research in which in this research, the researcher tried to find the significant correlation between verbs mastery and writing ability on narrative text at the second year students of Islamic Senior High School Tarbiyah Islamiyah Kotabaru Seberida in Indragiri Hilir Regency.

## 2. A Research from Oktaviana

In 2009, Oktaviana conducted a research “Students errors in using phrasal verb at the second year of language program of MAN 1 Pekanbaru ”. She tried to find students` errors in using phrasal verb, and She found that the students tend to make error in using separable phrasal verb. It is different from this research. In this research, the writer want to know how much the correlation between verbs mastery and writing ability on narrative text at the second year students of Islamic Senior High School Tarbiyah Islamiyah Kotabaru Seberida in Indragiri Hilir Regency.

## C. The Operational Concept

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is correlational research in which focuses on correlation between students verbs mastery and ability in writing narrative text. Therefore, in analyzing the problem in this research, there are two variables used.

They are: Variable X is students' verbs mastery.

Variable Y is the students' ability in writing narrative text.

Variable X is independent variable:

1. The students can identify action verbs in the form past.

It includes: *Verb in the simple Past Tense, Verb in the Past Continuous Tense, Verb in the Past Perfect Tense, and Verb form of Future in the Past Tense.*

2. The Students can use action verbs in the form past.

It includes: *Verb in the simple Past Tense, Verb in the Past Continuous Tense, Verb in the Past Perfect Tense, and Verb form of Future in the Past Tense.*

Variable Y is dependent variable:

1. The students are able to write orientation in narrative text clearly.
2. The students are able to write complication in narrative text coherently.
3. The students are able to write resolution in narrative text clearly.
4. The students are able to write action verbs in narrative text correctly.
5. The students are able to use past tense in writing narrative text correctly.
6. The students are able to choose appropriately vocabulary in writing narrative text.

## **D. The Assumptions and The Hypothesis**

### **1. The Assumptions**

- a. The students verbs mastery and their ability in writing narrative text are various.

- b. The students have different ways in learning verbs and writing narrative text
- c. many factors can influence students' verbs mastery and writing ability on narrative text.

## **2. The Hypotheses**

Ho: There is no significant correlation between verbs mastery and writing ability on narrative text at the second year students of Islamic Senior High School Tarbiyah Islamiyah Kotabaru Seberida in Indragiri Hilir Regency.

Ha: There is a significant correlation between verbs mastery and writing ability on narrative text at the second year students of Islamic Senior High School Tarbiyah Islamiyah kotabaru Seberida in Indragiri Hilir Regency.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Research Design

The design of this research is correlational research which consists of two variables. The first is the students' verbs mastery as the independent variable(X) and the second is the students' ability in writing narrative text as the dependent variable(Y).

According to John W. Creswell, correlational design is procedures in quantitative research in which investigators measure the degree of association (or relation) between two or more variable using the statistical procedure of correlational analysis. This degree of association expressed as a number, indicates whether the two variables are related or whether one can predict another.<sup>1</sup>

Correlational research involves collecting data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. The purpose of a correlational research is to determine relationships between variables or to use these relationships to make predictions.<sup>2</sup>

Correlational studies provide a numerical estimate of how related two variables. Clearly, the higher the correlation, the more the two variables are related and the more accurate are predictions based on the relationship. Rarely are

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<sup>1</sup> John cresswell. *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education International, 2008), p. 60

<sup>2</sup> L.R. Gay and Peter Airasian. *Educational Research; Competencies for Analysis and Application Sixth Edition*. (New Jersey: Prentice Hall. 2000), p. 321

two variables perfectly uncorrelated, but many are sufficiently related to permit useful predictions.<sup>3</sup>

#### **B. The Location and the Time of the Research**

The research was conducted at the second year students of Islamic Senior High School Tarbiyah Islamiyah Kotabaru In Indragiri Hilir regency. Maximally, this research was conducted on Oktober-November

#### **C. The Subject and The Object of the Research**

The subject of the research was the second year students of Islamic Senior High School Tarbiyah Islamiyah Kotabaru Seberida in Indragiri Hilir Regency and the object of this research was the students` verbs mastery and writing ability on narrative text.

#### **D. The Population and the Sample of the Research**

The population of this research was the second year student of Islamic Senior High School Tarbiyah Islamiyah Kotabaru Seberida in Indragiri Hilir Regency. They were only one classe of the second year students, it consisted of 34 students. Thus, the total number of population was 34 students. Because the population of this research was not too big, so the technique used in taking the sample was total sampling technique. According to Hidayat Syah, sample amount equal to the population is called the total sample (total sampling).<sup>4</sup> Furthermore Arikunto, if the amount of the population is less than 100 persons, it is less than

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<sup>3</sup> Ibid, p. 322

<sup>4</sup> Hidayat Syah, *Pengantar Umum Metodologi Penelitian Pendidikan Pendekatan Verifikatif*. (Pekanbaru: Suska Press, 2010), p. 140



100 persons, it is better to take all of the population, but if the amount of the population is more than 100 persons, it is better to take 10-15%, 25%, or more.<sup>5</sup>

According to L.R. Gay <sup>6</sup>, the sample for a correlational study is selected by using an acceptable sampling method, and 30 participants are generally considered to be a minimally acceptable sample size. There are, however, some factors that influence the size of the sample. The higher the validity and reliability of the variables to be correlated, the smaller the sample can be, but not less than 30.

**Table III. 1**  
**The Population and the Sample of the Second Year Students of Madrasah Aliyah Tarbiyah Islamiyah Kotabaru In Indragiri Hilir Regency**

Class	Population			Sample		
	Female	Male	Total	Female	Male	Total
XI	18	16	34	18	16	34

Madrasah Aliyah Tarbiyah Islamiyah Kotabaru in INHIL Regency<sup>7</sup>

## **E. The Technique of Data Collection**

The kinds of instrument used to collect the data needed in this research was test. To collect the data from the sample, the writer used two kinds of tests.

1. Multiple-Choice items from which they have to choose one correct answer among two provided options, true or false test, and matching test. These tests were used to measure the students' action verbs mastery. The blue print of the test is:

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<sup>5</sup> Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta, Rineka Cipta, 2006), p. 134

<sup>6</sup>L.R. Gay and Peter Airasian. *Educational Research; Competencies for Analysis and Application Sixth Edition*. (New Jersey: Prentice Hall. 2000), p. 322

<sup>7</sup> Data Source from Madrasah Aliyah Tarbiyah Islamiyah Kotabaru in Indragiri Hilir Regency

**Table III. 2**  
**The Blue Print of the Test**

No.	Indicators	Items Number
1.	Identify Verbs in the Simple Past Tense form	3, 10, 17, 18, 22
2.	Identify Verbs in the Past Continuous Tense form	4, 6, 8, 18, 19
3.	Identify Verbs in the Past Perfect Tense form	2, 5, 9, 20, 21
4.	Identify Verbs in the Past Future Tense	1, 7, 12, 30
5.	Using Verbs in the Simple Past tense form	13, 15, 16, 23, 27
6.	Using Verbs in the Past Continuous Tense form	14, 25, 26
7.	Using Verbs in the Past Perfect Tense form	16, 24, 28, 29
8.	Using Verbs in the Past Future Tense	11, 28, 29

The researcher evaluated the test on Verbs mastery aspect that consisted of Identify Verbs in the Simple Past Tense, Identify Verbs in the Past Continuous Tense, Identify Verbs in the Past Perfect Tense, Identify Verbs in the Past Future Tense, Using Verbs in the Simple Past tense form, Using Verbs in the Past Continuous Tense and Using Verbs in the Past Future Tense. It was than to make teacher easy to collect the data.

2. The writer distributed the writing tests to the sample based on the topic given. There were four topics; Malin Kundang, Toba lake, Timun Mas and Cinderella . The four topics were based on the narrative category studied by the second year students. The students only chose one of them, what they wanted to write.

The students' ability in writing narrative text was measured by using writing assessment used by the English teacher of Islamic Senior High School Tarbiyah Islamiyah Kotabaru seberida in Indragiri Hilir Regency as an assessment standard in KTSP.

**Table III. 3**  
**ASSESSMENT ASPECTS OF WRITING NARRATIVE TEXT**

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Orientation b. Complication c. Resolution				
3	Vocabulary				
4	Grammatical Features a. Action Verb b. Temporal Connectives c. Past Tense				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{TotalScore}}{\text{MaximumScore}} \times 80$$

## **F. The Technique of Data Analysis**

In order to analyze students' verbs mastery and writing ability on narrative text, the writer used graduated standard of English lesson in Islamic Senior High School Tarbiyah islamiyah Kotabaru Seberida in Indragiri Hilir Regency (SKL). The score was 60 for students' ability in English subject. It

means that for those who get score  $< 60$ , they failed graduated standard (SKL), while for those who get score  $\geq 60$ , they passed graduated standard.

In order to find out whether there is a significant correlation between students' verbs mastery and their ability in writing narrative text, the data were analyzed statistically. In analyzing the data, the writer used score of each variable. It was analyzed by using Product-Moment Correlation Coefficient Formula through using SPSS 16.0.

The Product Moment Correlation Coefficient was obtained by considering the degree of freedom ( $df = N - nr$ ; ( $N$ = number of sample,  $nr$  = number of variable)

Statistically the Hypotheses are:

$$H_a: r_o \geq r_{table}$$

$$H_o: r_o < r_{table}$$

1.  $H_a$  Is accepted if  $r_o \geq r_{table}$  or there is a significant correlation between the students' verbs mastery and their ability in writing narrative text.
2.  $H_o$  Is accepted if  $r_o < r_{table}$  or there is no significant correlation between the students' verbs mastery and their ability in writing narrative text.

Besides, to analyze the students' score in mastering verbs test, it can also be classified into the following table;

**Table III. 4**  
**The Classification of Students' Score in Verbs**

The Score Level	Category
80-100	Very good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

Anas sudjiono<sup>8</sup>

It means that to get score 0-100 for the students' verbs mastery. The writer used the formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = Individual score

R = Right answer

N = Number of items

100 = Standard Mark

Harahap (1982, in Jonri Kasdi 2006)<sup>9</sup>

## **G. The Validity and the Reliability of the Test**

In this research, to know the validity of the tests, the writer used content validity. The writer wanted to measure the students' verbs mastery and their ability in writing narrative text. The writer used test instrument in which questions were based on categories studied in writing at the second year students of Islamic Senior High School Tarbiyah Islamiyah Kotabaru Seberida in Indragiri Hilir.

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<sup>8</sup> Anas Sudijono. *Pengantar Evaluasi Pendidikan*. (Jakarta : PT Raja Grafindo Persada, 2007), p. 35

<sup>9</sup> Jonri Kasdi. "A Correlation Study between Students' Passive Voice Mastery and Their Writing Achievement at the Fifth Semester Students of English Education Department of Education and Teacher Training Faculty of UIN Suska Riau". (Unpublished, 2006), p. 21

Validity is one of the characteristics that marks a good learning outcome tests. To find whether a test result has a validity study. Validity can be done from two aspects, namely terms of the its self as a totality and terms of its items as an integral part of the test.<sup>10</sup> To measure the validity of variable (X)-Try out (students' verbs mastery), the writer using the following formula:

$$P = \frac{Np}{N}$$

P = Proportion= difficulty index

Np = The number of correct answer

N = Number of students taking the test

In order to get the data for this research, the researcher use a test. Before the researcher gave the test, the researcher gave the try out for the students. The result of the try out, based on the table content validity, the result students score in tryout as follow:

**Table III. 5**  
**Indicator I:**  
**The Students are Able to Identify Verb in the Simple Past Tense form**

Indicator	The Students are Able to Identify Verb in the Simple Past Tense form					N
Item No.	3	10	17	18	22	34
Correct	10	7	19	10	16	
P	0.29	0.41	0.55	0.29	0.47	

Based on the table above the proportion of the correct answer for verbs mastery test is item number 3 that show the proportion correct 0.29, item number 10 that show the proportion correct 0.41, item number 17 that show the proportion correct 0.55, item number 18 that show the proportion correct 0.29, item number 22 that show the proportion correct 0.47. Based on the standard level of

<sup>10</sup> Anas Sudijono. *Pengantar Evaluasi Pendidikan*. (Jakarta : PT Raja Grafindo Persada, 2007), p. 136

difficulties “P”  $>0.30$  and  $> 0.70$ , it indicate that every item is in average. So, the item for identify verb in the simple past tense form are accepted and rejected.

**Table III.6**  
**Indicator II:**  
**The Students are Able to Identify Verb in the Past Continuous Tense form**

Indicator	The Students are Able to Identify Verb in the Past Continuous Tense form					N
Item No.	4	6	8	19	23	34
Correct	17	8	9	12	19	
P	0.5	0.23	0.26	0.35	0.55	

Based on the table above the proportion of the correct answer for verbs mastery test is item number 4 that show the proportion correct 0.5, item number 6 that show the proportion correct 0.23, item number 6 that show the proportion correct 0.23, item number 8 that show the proportion correct 0.26, item number 19 that show the proportion correct 0.35, item number 23 that show the proportion correct 0.55. Based on the standard level of difficulties “P”  $>0.30$  and  $> 0.70$ , it indicate that every item is in average. So, the item for identify verb in the past continuous tense form are rejected and accepted.

**Table III.7**  
**Indicator III:**  
**The Students are Able to Identify Verb in the Past Perfect Tense form**

Indicator	The Students are Able to Identify Verb in the Past Perfect Tense form					N
Item No.	2	5	9	20	21	34
Correct	13	15	27	20	15	
P	0.38	0.44	0.79	0.58	0.44	

The description of the table above that indicator identify verb in the past perfect tense form consist of five item number in the verb mastery. Item number 2 that show the proportion correct 0.38, item number 5 that show the proportion correct 0.44, item number 9 that show the proportion correct 0.79, item number 20 that show the proportion correct 0.58, item number 21 that show the proportion

correct 0.44. The interpretation of standard difficulties must be in the middle of 0.30 to 0.70. Every item in average, so, the item of the test are accepted.

**Table III.8**  
**Indicator IV:**

**The Students are Able to Identify Verb in the Past Future Tense form**

Indicator	The Students are Able to Identify Verb in the Past Future Tense form		N
Item No.	1	7	34
Correct	10	14	
P	0.29	0.41	

Based on the table above the proportion of the correct answer for verbs mastery test is item number 1 that show the proportion correct 0.29, item number 7 that show the proportion correct 0.41. Based on the standard level of difficulties “P”  $>0.30$  and  $> 0.70$ , it indicate that every item is in average. So, the item for identify verb in the past future tense form are rejected and accepted.

**Table III.9**  
**Indicator V:**

**The Students are Able to Use Verb in the Simple Past Tense form**

Indicator	The Students are Able to Use Verb in the Simple Past Tense form					N
Item No.	11	12	13	25	30	34
Correct	10	23	18	11	19	
P	0.29	0.67	0.52	0.32	0.55	

The description of the table above that indicator using verb in the simple past tense form consist of five item number in the verb mastery. Item number 11 that show the proportion correct 0.29, item number 12 that show the proportion correct 0.67, item number 13 that show the proportion correct 0.52, item number 25 that show the proportion correct 0.32, item number 30 that show the proportion correct 0.55. The interpretation of standard difficulties must be in the middle of 0.30 to 0.70. Every item in average, so, the item of the test are accepted.



**Table III.10**  
**Indicator VI:**  
**The Students are Able to Use Verb in the Past Continuous Tense form**

Indicator	The Students are Able to Use Verb in the Past Continuous Tense form				N
Item No.	26	14	15	29	34
Correct	10	20	22	25	
P	0.38	0.58	0.64	0.73	

The description of the table above that indicator using verb in the past continuous tense form consist of four item number in the verb mastery. Item number 26 that show the proportion correct 0.38, item number 14 that show the proportion correct 0.58, item number 15 that show the proportion correct 0.64, item number 29 that show the proportion correct 0.73. The interpretation of standard difficulties must be in the middle of 0.30 to 0.70. Every item in average, so, the item of the test are accepted.

**Table III.11**  
**Indicator VII:**  
**The Students are Able to Use Verb in the Past Perfect Tense form**

Indicator	The Students are Able to Use Verb in the Past Perfect Tense form			N
Item No.	16	17	27	34
Correct	13	19	14	
P	0.38	0.55	0.41	

The description of the table above that indicator using verb in the past perfect tense form consist of three item number in the verb mastery. Item number 16 that show the proportion correct 0.38, item number 17 that show the proportion correct 0.55, item number 27 that show the proportion correct 0.41. The interpretation of standard difficulties must be in the middle of 0.30 to 0.70. Every item in average, so, the item of the test are accepted.

**Table III.12**  
**Indicator VIII:**  
**The Students are Able to Use Verb in the Past Future Tense form**

Indicator	The Students are Able to Use Verb in the Past Future Tense form		N
Item No.	24	28	34
Correct	17	10	
P	0.5	0.29	

Based on the table above the proportion of the correct answer for verbs mastery test is item number 1 that show the proportion correct 0.29, item number 7 that show the proportion correct 0.41. Based on the standard level of difficulties “P”  $>0.30$  and  $> 0.70$ , it indicate that every item is in average. So, the item for identify verb in the past future tense form are rejected and accepted.

Validity in general refers to appropriateness of a given test or any of its component parts as measurement of what it is purposed to measure. It means that the test will be valid to be measured about what it is supposed to measure. The validity and reliability is a relation. It is possible for a test to be reliable without being valid for a specified purpose, but it is impossible for a test to be valid without being reliable

According to H. Douglas Brown<sup>11</sup>, that reliability has to do with accuracy of measurement. This kind of accuracy is reflected in the obtaining of similar results when measurement is repeated on different occasions or with different instruments or by different persons. The characteristic of reliability is sometimes termed consistently. Meaning that, we can say that the test is reliable when an examinee’s results are consistent on repeated measurement. To obtain the

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<sup>11</sup> H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2003) pp. 19-27

reliability of the test, the Mean and Standard Deviation of test must be known. To

know the reliability of the test, the writer used the following formula;

$$r_{ii} = \frac{N}{N-1} \left[ 1 - \frac{m(m-N)}{N x^2} \right]$$

*r<sub>ii</sub> = the reliability*

*N = the number item of test*

*m = the mean score of the test*

*X = the standard deviation of the test*

Heaton (1988)<sup>12</sup>

The Categories of reliability test are as follows:

**0.0 – 0.20** = Reliability is low

**0.21 – 0.40** = Reliability is sufficient

**0.41 – 0.70** = Reliability is high

**0.71 – 1.0** = Reliability is very high

$$= \frac{30}{30-1} \left[ 1 - \frac{63.24 (63.24 - 30)}{30(12.349)^2} \right]$$

$$= 1.03 \left[ 1 - \frac{2102}{4575} \right]$$

$$= 1.03 [0.54]$$

$$= 0.556$$

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<sup>12</sup> J.B. Heaton, *Writing English Language Test* (New York: Cambridge University, 1988), p. 156

Based on the result of the reliability test (*rii*) above, it can be concluded through the following categories;

0.0 – 0.20 = Reliability is low

0.21 – 0.40 = Reliability is sufficient

**0.41 – 0.70 = Reliability is high**

0.71 – 1.0 = Reliability is very high

**$\therefore r_{ii} = 0.556$  Reliability is high**

While the reliability for variable (Y), students' writing ability in narrative text, and the writer used inter rater reliability because the writer had two raters in order to score the students' ability in writing narrative text. According to L.R. Gay<sup>13</sup>, inter judge reliability can be obtained by having two (more) judges independently score the tests and then compare the scores each judge gave to each test taker. The scores of judge 1 can be correlated with the scores of judge 2. The higher the correlation, the higher the inter judge reliability.

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<sup>13</sup> L.R. Gay and Peter Airasian. *Educational Research; Competencies for Analysis and Application*. Sixth Edition. (New Jersey: Prentice Hall. 2000), p. 175

## CHAPTER IV

### THE PRESENTATION AND THE DATA ANALYSIS

#### A. The Description of the Data

The data of the research is the score of students' verbs test (the score of variable X-test) and the score of students' writing narrative text test (the score of variable Y-test). Before the test was given, the writer gave tryout of verbs to 32 students in order to know the item difficulties of the test. After the writer gave tryout, then the writer distributed the test of verbs. It was about 30 items. However, the test for variable Y referred to "students' ability in writing narrative text". The test consisted of four topics, familiar to the students. The students' writing was evaluated by concerning five components; content, organization, vocabulary, grammatical feature, and spelling and punctuation. Each component had its score.

**Table IV.1**  
**THE CLASSIFICATION OF STUDENTS' SCORE**

THE SCORE LEVEL	CATEGORY
80-100	Very Good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

Anas Sudijono<sup>1</sup>

#### B. The Data Presentation

The data of the research is the score of the students' verbs test and the students' writing narrative text test. The data is collected through the following procedure:

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<sup>1</sup> Anas Sudijono. *Pengantar Evaluasi Pendidikan*. (Jakarta : PT Raja Grafindo Persada, 2007), p. 35

1. At the tryout, the writer gave 30 items of verbs to 34 students. It was calculated to know the item difficulties.
2. The test was given to 34 students as the sample of this research.
3. The writing narrative text test was written in the blank sheets. Then, it was collected to evaluate the appropriate content, vocabulary, organization, grammatical feature, and spelling and punctuation.
4. The writer used two raters to evaluate the students' narrative text.
5. The writer added the scores from the raters and divided them.

### 1. The Data Presentation of the Students` Verbs Mastery

The following table is the result of the students' verbs score. The right answers of the students' verbs from 30 items were as follows;

**Table IV.2**  
**STUDENTS' RIGHT ANSWER OF VERBS TEST**

<b>STUDENTS</b>	<b>RIGHT ANSWER</b>
Student 1	15
Student 2	20
Student 3	18
Student 4	16
Student 5	21
Student 6	21
Student 7	14
Student 8	24
Student 9	22
Student 10	24
Student 11	21
Student 12	19
Student 13	27
Student 14	15
Student 15	21
Student 16	18
Student 17	18
Student 18	20
Student 19	20
Student 20	24
Student 21	15
Student 22	20
Student 23	21
Student 24	15
Student 25	21
Student 26	15
Student 27	20
Student 28	22
Student 29	10
Student 30	21
Student 31	12
Student 32	16
Student 33	18
Student 34	21

Based on the table above, the description of students' verbs scores was categorized based on the students' classification score as follows;

**Table IV.3**  
**The Classification of Students' Score in verbs**

<b>The Score Level</b>	<b>Category</b>
80-100	Very good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

Based on the table above, the score of students' verbs test was categorized based on the result of their individual score from 30 items of the test. To get score 0-100 for the students' verbs mastery, the writer used the formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = Individual score

R = Right answer

N = Number of items

100 = Standard Mark

The following table describes the category of the students' individual score of verbs test given



**Table IV.4**  
**STUDENTS' SCORE OF VERBS MASTERY**

Students No.	SCORE		Category
	Right Answer	Individual Score	
Student 1	15	50	Less
Student 2	20	67	Good
Student 3	18	60	Enough
Student 4	16	53	Less
Student 5	21	70	Good
Student 6	21	70	Good
Student 7	14	47	Fail
Student 8	24	80	Very good
Student 9	22	73	Good
Student 10	24	80	Very good
Student 11	21	70	Good
Student 12	19	63	Enough
Student 13	27	90	Very good
Student 14	15	50	Less
Student 15	21	70	Good
Student 16	18	60	Enough
Student 17	18	60	Enough
Student 18	20	67	Good
Student 19	20	67	Good
Student 20	24	80	Very good
Student 21	15	50	Less
Student 22	20	67	Good
Student 23	21	70	Good
Student 24	15	50	Less
Student 25	21	70	Good
Student 26	15	50	Less
Student 27	20	67	Good
Student 28	22	73	Good
Student 29	10	33	Fail
Student 30	21	70	Good
Student 31	12	40	Less
Student 32	16	53	Less
Student 33	18	60	Enough
Student 34	21	70	Good

*Number of items = 30 items*

*Example:*

*Students' No 1*

*Right answer = 15*

$$\therefore \text{Ss' ind score} = \frac{\text{right answer}}{\text{number of items}} \times 100$$

$$= \frac{15}{30} \times 100$$

$$= 50$$

To make clear the percentage of students' verbs mastery, the classification of the category was analyzed based on Anas Sudijono. It can be seen through the following table:

**Table IV.5**  
**PERCENTAGE OF VERBS MASTERY SCORE**

<b>NO</b>	<b>CATEGORY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>1</b>	Very Good	4	11.76%
<b>2</b>	Good	15	44.12%
<b>3</b>	Enough	5	14.71%
<b>4</b>	Less	8	23.53%
<b>5</b>	Fail	2	5.88%
	<b>Total</b>	<b>34</b>	<b>100%</b>

From the table above, it can be seen that the students' mastery of verbs in answering the multiple choice test can be categorized into very good, good, enough, and less. It can be seen that the students who get very good category are 4 students (11.76%), the students who get good category are 15 students (44.11%), while for enough category, there are 5 students (14.71%), the students who get less category are 8 (23.52%) and there are 2 students (5.88%) who get fail.

Besides the classification above, the writer tried to find out the distribution of the students' frequency of verbs score by using descriptive statistic through using SPSS 16.0 version. It can be seen in the following table:

**Table IV.6**  
**THE DISTRIBUTION OF FREQUENCY OF STUDENTS'**  
**VERBS-TEST SCORE**

		X			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33	1	2.9	2.9	2.9
	40	1	2.9	2.9	5.9
	47	1	2.9	2.9	8.8
	50	5	14.7	14.7	23.5
	53	2	5.9	5.9	29.4
	60	4	11.8	11.8	41.2
	63	1	2.9	2.9	44.1
	67	5	14.7	14.7	58.8
	70	8	23.5	23.5	82.4
	73	2	5.9	5.9	88.2
	80	3	8.8	8.8	97.1
	90	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

Based on the table above, it can be seen that there is 1 student who gets score 33 (2.9%), 1 student who gets score 40 (2.9%), 1 student who gets score 47 (2.9%), 5 student who gets score 50 (14.7%), 2 students get score 53 (5.9%), 4 student gets score 60 (11.8%), 1 students get score 63 (2.9%), 5 students get score 67 (14.7%), 8 students get score 70 (23.5%), 2 students get score 73 (5.9%), 3 students get score 80 (8.8 %), and 1 students get score 90 (2.9%). The highest frequency is 8 at the score 70 (23.5%). The total frequency is 34.

## 2. The Data Presentation of the Students` Ability in Writing Narrative Texts

The following table is the description of students' writing narrative text-test scores.

**Table IV.7**  
**STUDENTS' TOTAL SCORE OF WRITING NARRATIVE TEXT**

Students No.	Total Score	
	Rater I	Rater II
Student 1	6	13
Student 2	16	17
Student 3	11	12
Student 4	10	15
Student 5	17	16
Student 6	18	18
Student 7	5	13
Student 8	18	18
Student 9	19	17
Student 10	19	16
Student 11	19	15
Student 12	19	15
Student 13	19	18
Student 14	11	13
Student 15	19	15
Student 16	10	14
Student 17	16	14
Student 18	18	15
Student 19	18	15
Student 20	18	19
Student 21	6	14
Student 22	16	17
Student 23	16	15
Student 24	14	13
Student 25	17	14
Student 26	10	11
Student 27	15	15
Student 28	18	14
Student 29	5	10
Student 30	15	15
Student 31	10	10
Student 32	14	14
Student 33	16	12
Student 34	72	68

The students' total scores of the rater on the table above were obtained based on the score (1, 2, 3, 4) of each aspects assessed in writing narrative text. The maximum score is 20. The following table is the

**Table IV. 8**  
**ASSESSMENT ASPECTS OF WRITING NARRATIVE**  
**TEXT**

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Orientation b. Complication c. Resolution				
3	Vocabulary				
4	Grammatical Features a. Action Verb b. Temporal Connectives c. Past Tense				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

The final scores were obtained by considering the total score that the students got from the test. The formula is as follows;

$$\text{Final Score} = \frac{\text{TotalScore}}{\text{MaximumScore}} \times 80$$

Based on the formula above, the students' final score of the two raters were obtained by considering the total score. While the highest score is 80. The recapitulation scores are as follows;

$$\begin{aligned} \text{Example: Student No.1 finale score is} &= \frac{6}{20} \times 80 \\ &= 24 \end{aligned}$$

**Table IV. 9**  
**STUDENTS' RECAPITULATION SCORES OF WRITING NARRATIVE TEXT**

STUDENTS	SCORE			
	Rater I		Rater II	
	Total	Final	Total	Final
Student 1	6	24	13	52
Student 2	16	64	17	68
Student 3	11	44	12	48
Student 4	10	40	15	60
Student 5	17	68	16	64
Student 6	18	72	18	72
Student 7	5	20	13	52
Student 8	18	72	18	72
Student 9	19	76	17	68
Student 10	19	76	16	64
Student 11	19	76	15	60
Student 12	19	76	15	60
Student 13	19	76	18	72
Student 14	11	44	13	52
Student 15	19	76	15	60
Student 16	10	40	14	56
Student 17	16	64	14	56
Student 18	18	72	15	60
Student 19	18	72	15	60
Student 20	18	72	19	76
Student 21	6	47	14	56
Student 22	16	64	17	68
Student 23	16	64	15	60
Student 24	14	56	13	52
Student 25	17	68	14	56
Student 26	10	40	11	44
Student 27	15	60	15	60
Student 28	18	72	14	56
Student 29	5	20	10	40
Student 30	15	60	15	60
Student 31	10	40	10	40
Student 32	14	56	14	56
Student 33	16	64	12	48
Student 34	18	72	17	68

From the above, it can be seen the highest students' final score is 74 and the lowest score is from the raters is 30. To make it clear, the following table will describe the students' final score;

**Table IV.10**  
**STUDENTS' FINAL SCORE IN WRITING NARRATIVE TEXT**

STUDENTS	SCORE		FINAL SCORE
	RATER 1	RATER 2	
Student 1	24	52	38
Student 2	64	68	66
Student 3	44	48	46
Student 4	40	60	50
Student 5	68	64	66
Student 6	72	72	72
Student 7	20	52	36
Student 8	72	72	72
Student 9	76	68	72
Student 10	76	64	70
Student 11	76	60	68
Student 12	76	60	68
Student 13	76	72	74
Student 14	44	52	48
Student 15	76	60	68
Student 16	40	56	48
Student 17	64	56	60
Student 18	72	60	66
Student 19	72	60	66
Student 20	72	76	74
Student 21	47	56	52
Student 22	64	68	66
Student 23	64	60	62
Student 24	56	52	54
Student 25	68	56	62
Student 26	40	44	42
Student 27	60	60	60
Student 28	72	56	64
Student 29	20	40	30
Student 30	60	60	60
Student 31	40	40	40
Student 32	56	56	56
Student 33	64	48	56
Student 34	72	68	70

To determine the final score from the two raters above, the writer used the following formula:

$$Final\ Score = \frac{Score\ (rater\ I) + Score\ (Rater\ II)}{2}$$

It means that, the students' individual score of writing narrative text were obtained by adding the final score of the two raters and then result was divided by

2.

**Table IV.11**  
**THE DISTRIBUTION OF FREQUENCY OF STUDENTS'**  
**WRITING NARRATIVE TEXT-TEST SCORES**

		Y			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	2.9	2.9	2.9
	36	1	2.9	2.9	5.9
	38	1	2.9	2.9	8.8
	40	1	2.9	2.9	11.8
	42	1	2.9	2.9	14.7
	46	1	2.9	2.9	17.6
	48	2	5.9	5.9	23.5
	50	1	2.9	2.9	26.5
	52	1	2.9	2.9	29.4
	54	1	2.9	2.9	32.4
	56	2	5.9	5.9	38.2
	60	3	8.8	8.8	47.1
	62	2	5.9	5.9	52.9
	64	1	2.9	2.9	55.9
	66	5	14.7	14.7	70.6
	68	3	8.8	8.8	79.4
	70	2	5.9	5.9	85.3
	72	3	8.8	8.8	94.1
	74	2	5.9	5.9	100.0
Total		34	100.0	100.0	



Based on the table above, it can be seen that there is 1 student who gets score 30 (2.94%), 1 student gets score 36 (2.94%), 1 student gets score 38 (2.94%), 1 student gets score 40 (2.94%), 1 students get score 42 (2.94%), 1 students get score 46 (2.94%), 2 students get score 48 (5.88%), 1 student gets score 52 (2.94%), 1 student gets score 54 (2.94%), 3 students get score 56 (8.82%), 3 students get score 60 (8.82%), 2 students gets score 62(5.88%), 1 student get score 64 (2.94%), 5 students get score 66 (14.70%), 3 students get score 68 (11.76%), 2 students get score 70 (5.88%%), 3 students get score 72 (11.76%), 1 students get score 74 (2.94%). The highest frequency is 5 at the score 66 (14.70%), The total frequency is 34.

### 3. The Data Presentation of the Correlation between Students' Verbs Mastery and their Ability in Writing Narrative Text (X and Y)

To know the correlation between students' Verbs mastery and their ability in writing narrative text, the writer presents the scores of each variable as follows;

**Table VI. 12**  
**THE RESULT OF VARIABLE X AND Y**

STUDENTS	SCORE	
	Verbs Mastery	Writing Ability
Student 1	50	38
Student 2	67	66
Student 3	60	46
Student 4	53	50
Student 5	70	66
Student 6	70	72
Student 7	47	36
Student 8	80	72
Student 9	73	72
Student 10	80	70
Student 11	70	68
Student 12	63	68
Student 13	90	74
Student 14	50	48
Student 15	70	68
Student 16	60	48
Student 17	60	60
Student 18	67	66
Student 19	67	66
Student 20	80	74
Student 21	50	52
Student 22	67	66
Student 23	70	62
Student 24	50	54
Student 25	70	62
Student 26	50	42
Student 27	67	60
Student 28	73	64
Student 29	33	30
Student 30	70	60
Student 31	40	40
Student 32	53	56
Student 33	60	56
Student 34	70	70

Based on the table above, the highest score of verbs mastery is 90 and the highest score of writing narrative text ability is 74. While the lowest score of verbs mastery is 33 , and the lowest score of writing narrative text ability is 30.

### **C. The Data Analysis**

The data analysis presented the statistical result followed by the discussion about the correlation between students' verbs mastery and writing ability on narrative text at the second year students of Islamic Senior High School Tarbiyah Islamiyah Kotabaru in Indragiri Hilir Regency. To analyze the data, the main score and the standard deviation were analyzed by using Pearson Product Moment Correlation formula, SPSS 16.0 version.

### 1. The Data Analysis of the Students' Verbs Mastery

The data of students' Verbs scores were obtained from the result of their verbs test. The data can be described as follows:

**Table IV.14**  
**STUDENTS' VERBS SCORES**

Score (x)	Frequency (f)	Fx	Graduated Standard
33	1	33	Fail
40	1	40	Fail
47	1	47	Fail
50	5	250	Fail
53	2	106	Fail
60	4	240	Pass
63	1	63	Pass
67	5	335	Pass
70	8	560	Pass
73	2	146	Pass
80	3	240	Pass
90	1	90	Pass
<b>Total</b>	<b>34</b>	2150	

Based on the data obtained, there were 4 students who did not pass the graduated standard (SKL), or the score obtained < 60 while there were 30 students who passed the graduated standard (SKL), or the score obtained ≥ 60.

The percentage of students who did not pass the graduated standard (SKL) is as follows:

$$= \frac{10}{34} \times 100$$

$$= 29.41 \%$$

The percentage of students who did not pass the graduated standard (SKL) is as follows:

$$= \frac{24}{34} \times 100$$

$$= 70.59\%$$

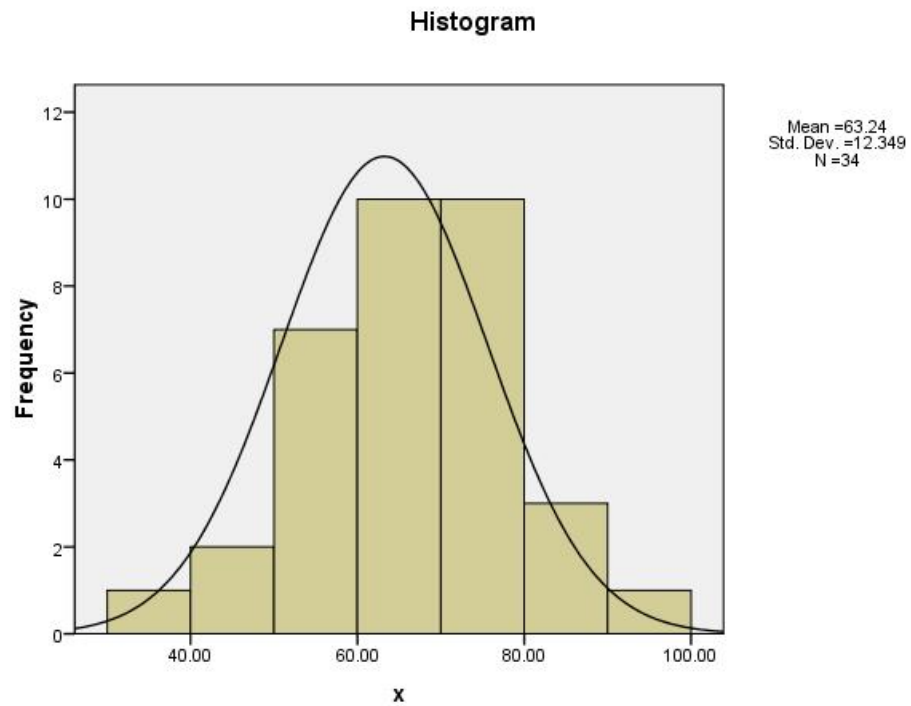
Besides, it can also be seen that the total frequency is 34 and the total scores is 2150, so that Mean (Mx) and Standard Deviation ( ) can be obtained by using SPSS as follows:

**Table IV.15**  
**MEAN AND STANDARD DEVIATION OF VERBS SCORES**

<b>Mean</b>	<b>63.24</b>
<b>Standard Deviation</b>	<b>12.349</b>

From the table above, the distance between Mean (Mx) and Standard Deviation ( ) is too far. In other words, the scores obtained are normal.

**Chart IV.1**  
**THE FREQUENCY OF STUDENTS' VERBS MASTERY**



From the histogram, it can be analyzed that the histogram is almost normal even though there are one scores over the curve that is 70.

### 1. The Data Analysis of the Students' Ability in Writing Narrative Text

The data of students' narrative text scores were obtained from the result of their writing narrative text. The data can be described as follows:

Score (y)	Frequency (f)	F <sub>x</sub>	Graduated Standard
30	1	30	Fail
36	1	36	Fail
38	1	38	Fail
40	1	40	Fail
42	1	42	Fail
46	1	46	Fail
48	2	48	Fail
50	1	50	Fail
52	1	52	Fail
54	1	54	Fail
56	2	112	Fail
60	3	180	Pass
62	2	124	Pass
64	1	64	Pass
66	5	330	Pass
68	2	136	Pass
69	1	69	Pass
70	2	140	Pass
72	3	216	Pass
74	2	148	Pass
<b>Total</b>	<b>34</b>	1955	

Based on the data obtained, there were 12 students who did not pass the graduated standard (SKL), or the score obtained < 60 while there were 22 students who passed the graduated standard (SKL), or the score obtained ≥ 60.

The percentage of students who did not pass the graduated standard (SKL) as follows:

$$= \frac{13}{34} \times 100$$

$$= 38.24\%$$

The percentage of students who passed the graduated standard (SKL) as follows:

$$= \frac{21}{34} \times 100$$

$$= 61.8\%$$

Besides, it can also be seen that the total frequency is 34 and the total scores is 1995, so that Mean (Mx) and Standard Deviation ( ) can be obtained by using SPSS as follows:

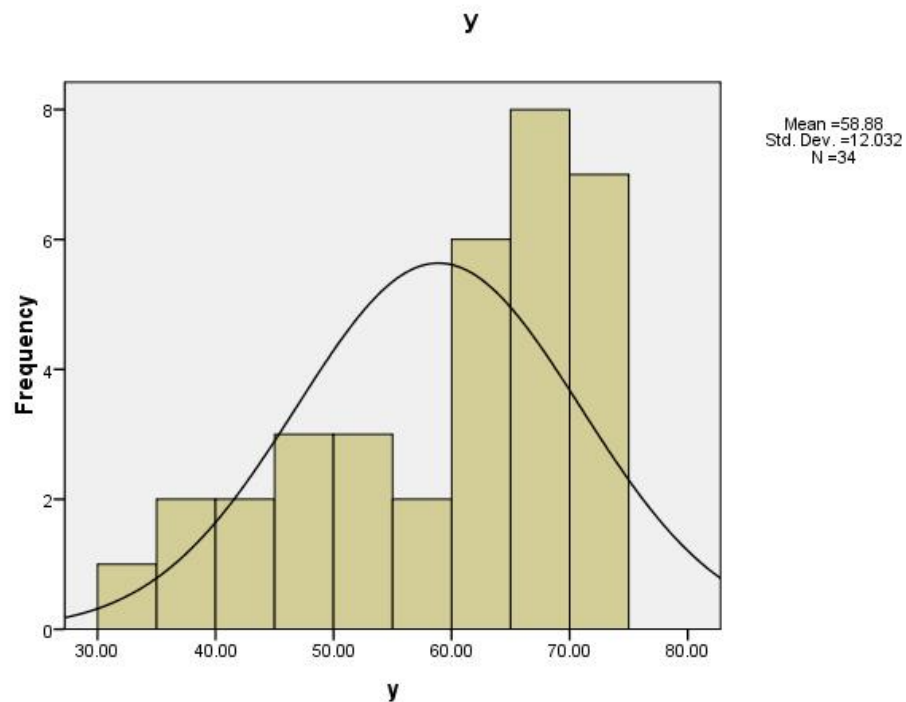
**Table IV.17**  
**MEAN AND STANDARD DEVIATION OF NARRATIVE**  
**TEXT SCORES**

<b>Mean</b>	<b>58.88</b>
<b>Standard Deviation</b>	<b>12.032</b>

From the table above, the distance between Mean (Mx) and Standard Deviation ( ) is too far. In other words, the scores obtained are normal.



**Chart IV.2**  
**THE FREQUENCY OF STUDENTS' WRITING NARRATIVE**  
**TEXT ABILITY**



From the histogram, it can be analyzed that the histogram is almost normal even though there is one scores over the curve that is 66.

## 2. The Data Analysis of the Correlation between Students' Verbs Mastery and Their Ability in Writing Narrative Text (X & Y)

**Table IV.18**  
**Descriptive Statistics**

	Mean	Std. Deviation	N
x	63.2353	12.34862	34
y	58.8824	12.03219	34

Based on the table above, it can be seen that Mean score and Standard Deviation ( ) of Variable (X) or The students' verbs mastery are (62.2353 and 12.34862), while the Mean score and Standard Deviation of variable (Y) or the students' ability in writing narrative text are (58.8824 and 12.03219). The students Verbs Mastery and the students Writing Ability is into enough level. The following table will describe the correlation between the two variables in this research

**Table IV.19**  
**Correlations**

		X	Y
X	Pearson Correlation	1	.902**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	5.032E3	4.423E3
	Covariance	152.488	134.029
	N	34	34
Y	Pearson Correlation	.902**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	4.423E3	4.778E3
	Covariance	134.029	144.774
	N	34	34

\*\*. Correlation is significant at the 0.01 level (2-tailed).

From the table above, it can be seen that  $r$  obtained is 0.902 and  $df$  is 32. The  $r$  obtained is compared to  $r$  table either at 5% or 1%. At level 5%,  $r$  table is (0.349) and at level 1%,  $r$  table is (0.449). Based on  $r$  table, it can be analyzed that  $r$  obtained is higher than  $r$  table either at level 5 % or 1%. In other words, we

can read ( $0.349 < 0.902 > 0.449$ ), So that, the writer can conclude that  $H_0$  is rejected and  $H_a$  is accepted. It means that there is a positive significant correlation between X and Y (students' verbs mastery and writing ability on narrative text at the second year students of Islamic Senior High School Tarbiyah Islamiyah Kotabaru Seberida in Indragiri Hilir Regency). In other words, the higher students' verbs mastery, the higher students' have ability in writing narrative text.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the data analysis explained chapter IV, the research about the correlation between students' verbs mastery and writing ability on narrative text at the second year students of Islamic Senior High School Tarbiyah Islamiyah Kotabaru Seberida in Indragiri Hilir Regency finally comes to the conclusion.

From this research the researcher concludes that the students' verbs mastery is categorized into enough level and the students' writing ability on narrative text is categorized into enough level, the data has been explained in chapter IV.

From the analysis of Pearson Product-Moment Correlation formula by using SPSS 16.0 version that  $r$  obtained is 0.902, the researcher can conclude  $H_0$  is rejected and  $H_a$  is accepted. It means that there is a positive significant correlation between verb mastery and writing ability on narrative text at the second year students of Islamic Senior High School Tarbiyah Islamiyah Kotabaru Seberida in Indragiri Hilir Regenc.

#### **B. Suggestion**

Based on the conclusion of the research above, the writer would like to give some suggestions, especially for the teacher, and students.

The suggestions are as follows:

1. For the students

- a. By mastering verbs and basic writing skill, the students of Islamic Senior High School Tarbiyah Islamiyah Kotabaru Seberida in Indragiri Hilir Regency have prepared themselves to increase their ability in English Lesson especially in writing skill.
- b. The writing subject should be focused on using verbs. It should be considered to the verbs in the past form, in order to help the students increase the cloutt and the clarity in their writing narrative text.

2. For the teacher

- a. The teachers should make the students master about verbs in the past form, So they can imply it into sentences correctly.
- b. Teachers can encourage students' awareness about the importance of writing for their life.
- c. Teacher makes writing as habitual activities for students in the school.

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